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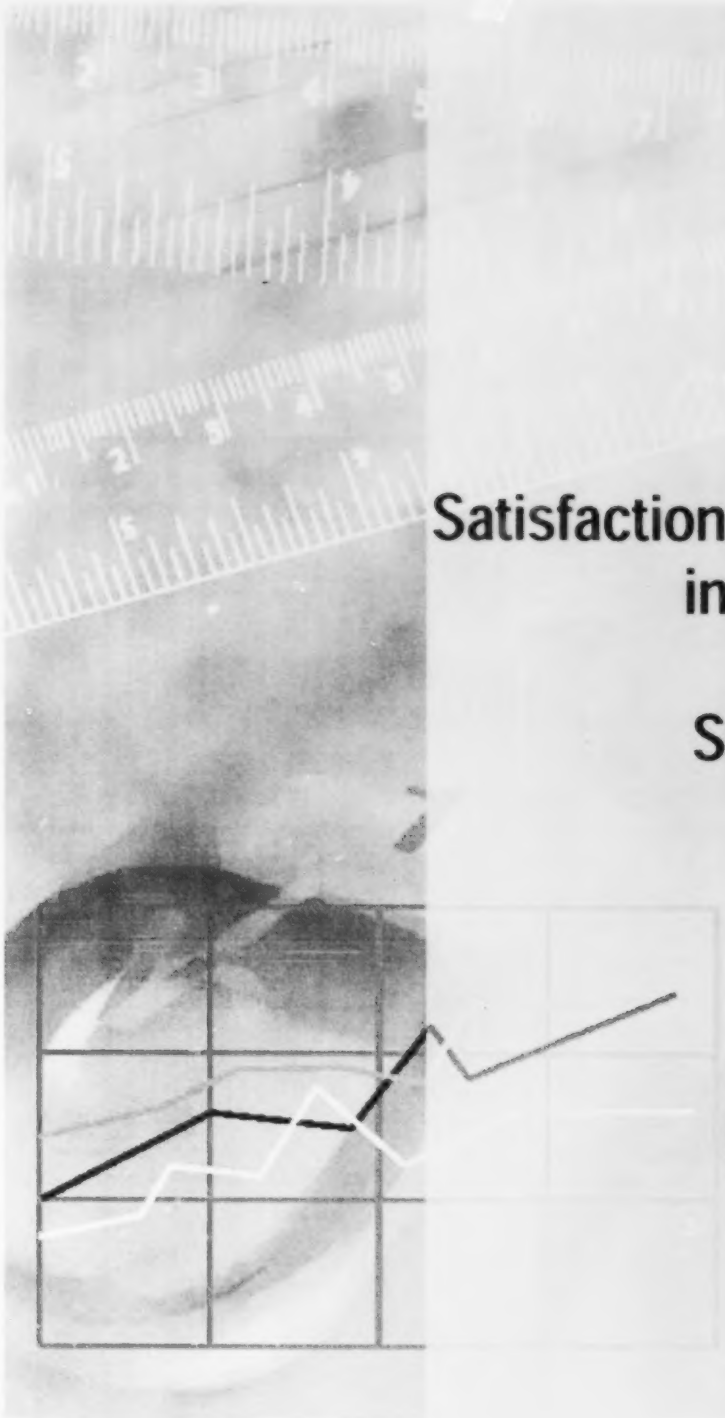

2009 Satisfaction with Education in Alberta Survey

Summary Report

Prepared by

pmr Performance Measurement and Reporting Branch

September 2009

Government of Alberta

Education

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Executive Summary

Alberta Education conducts a set of annual telephone surveys to obtain feedback from education system stakeholders regarding their perceptions of Alberta's education system. Respondents for the survey include senior high school students, parents of children in the K-12 education system, parents of children with severe special needs, teachers in the K-12 system, school board trustees, principals, self-identified Aboriginal high school students, parents of self-identified Aboriginal students, and the general public. The surveys were conducted by CCI Research Inc. from late January to early March 2009.

The main objectives of this study were to determine stakeholders' satisfaction with:

- The overall quality of Alberta's education system.
- Alberta's education system meeting the needs of students, society, and the economy.
- The preparation of students for lifelong learning, employment and citizenship.
- Communication and stakeholder involvement in Alberta's education system.
- Leadership and continuous improvement of Alberta's education system.

Key Findings

- A high proportion of principals (99%), students (98%), teachers (96%), school board trustees (95%), parents (K-12: 90%, severe special needs: 82%), and the public (77%) were satisfied with the quality of education.
- All principals (100%) followed by a high proportion of teachers (97%), school board trustees (95%), students (94%), and parents (K-12: 89%, severe special needs: 87%) expressed satisfaction with the quality of teaching.
- A high proportion of students, parents (K-12), teachers, school board trustees, and principals indicated that they are satisfied with the variety of courses available to students (80% to 91%) and the opportunities to learn about most subject areas (67% to 97%). However, satisfaction with opportunity to learn about drama was low among parents (K-12: 59%) and teachers (63%) compared to other respondent groups (67% to 84%). Similarly, satisfaction with opportunity to learn about career education was low among parents (K-12: 45%), teachers (57%), and principals (63%) compared to other respondent groups (71% to 88%).
- In general, students, parents, teachers, school board trustees, and principals held positive perceptions (a range of 65% to 100%) about various aspects of the social and learning environments at schools related to characteristics of active

citizenship.

- A high proportion of parents (K-12: 82%) and teachers (90%) were satisfied that high school students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime. However, a lower proportion of these respondent groups were satisfied that high school students demonstrate these skills (parents: 50%, teachers: 65%). Also, a low proportion of the public (61%) were satisfied that high school students demonstrate these skills. Almost all (97%) students were satisfied that they had the knowledge, skills, and attitudes necessary for learning throughout their lifetime.
- A high proportion of principals (92%), teachers (85%), school board trustees (79%) and parents (K-12: 73%) and a lower proportion of the public (50%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. Public (48%) and parent (K-12: 42%) satisfaction regarding whether students demonstrate attitudes and behaviours to be successful at work when they leave school was low compared to other respondents groups (77% to 97%).
- A high proportion of principals (95%), teachers (93%), school board trustees (91%) and parents (K-12: 81%, severe special needs: 81%) were satisfied with the opportunity for parental involvement in decisions at school.
- In gereral, a low proportion of the public (51%), school board trustees (54%), parents (K-12: 55%, severe special needs: 55%), and teachers (62%), and a slightly higher proportion of principals (68%) agreed that Alberta's education system communicates effectively with the public.
- The majority of parents (K-12: 74%, severe special needs: 64%), teachers (80%), school board trustees (94%), and principals (88%) indicated that the quality of education at schools has improved or stayed same in the past 3 years. Similarly, the majority of parents (K-12: 69%), teachers (74%), school board trustees (83%), and principals (88%) also indicated that the quality of the Alberta K-12 system in general has improved or stayed same in the past 3 years.
- A high proportion of parents and teachers agreed that leadership at the school (K-12 parents: 87%, severe special needs parents: 88%, teachers: 90%) and at the jurisdiction (K-12 parents: 82%, teachers: 83%) effectively supports and facilitates teaching and learning. A high proportion of school board trustees (72%) and principals (72%) and lower proportion of parents (K-12: 60%), teachers (63%), and the public (55%) agreed that the leadership at the provincial level effectively supports and facilitates teaching and learning.

- About eight in ten parents (K-12: 79%, severe special needs: 81%) and about two-thirds of the public (65%) were satisfied that they are receiving value for money spent in schools.
- A high proportion of self-identified Aboriginal students (98%) and parents of self-identified Aboriginal students (90%) were satisfied with the quality of education. Similarly, a high proportion of these respondent groups (students: 95%, parents: 85%) were satisfied with the quality of teaching at school.
- In general, self-identified Aboriginal students and parents of self-identified Aboriginal students held positive perceptions (a range of 64% to 95%) about various aspects of the social and learning environments at schools related to characteristics of active citizenship.
- A high proportion of parents of self-identified Aboriginal students (76%, an increase from 68% in 2008) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. However, their satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was low (48%) compared to self-identified Aboriginal students (97%).
- Three-quarters (75%) of parents of self-identified Aboriginal students were satisfied with the opportunity for parental involvement in decisions at school.

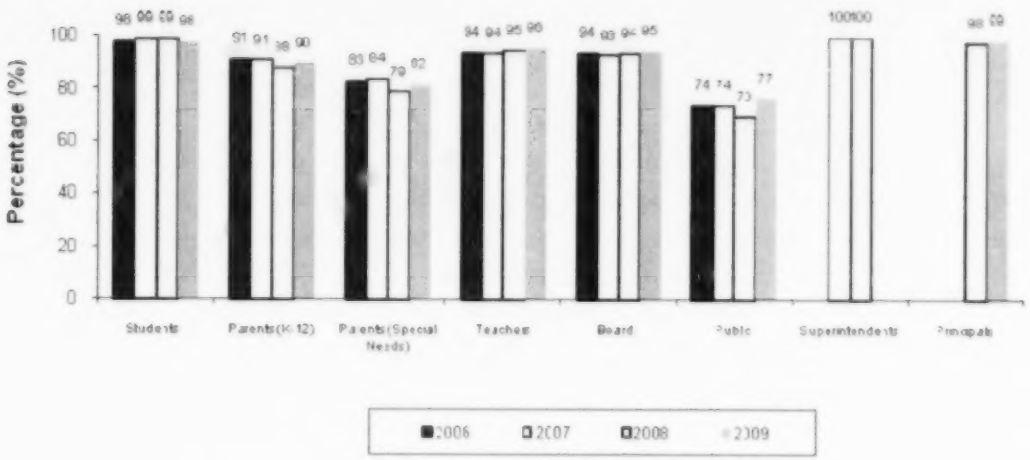
Quality of Education

Quality of Education

A high proportion of students, parents, teachers, school board trustees, principals and the public were satisfied with the quality of education.

A high proportion of principals (99%), students (98%), teachers (96%), school board trustees (95%) and parents (K-12: 90%, severe special needs: 82%) surveyed were satisfied with the quality of basic education. About three-quarters of the public (77%) were also satisfied with the quality of basic education. Public satisfaction although relatively low has increased by 7 percentage points from 70% in 2008. Please note that superintendent survey was not administered in 2009.

Chart 1: Satisfaction with Quality of Education



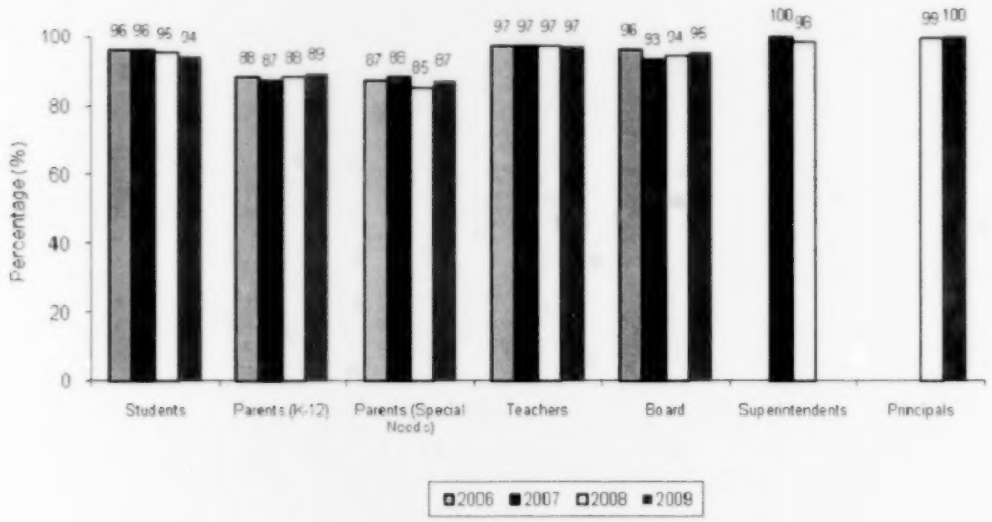
Throughout the survey each respondent group was asked questions from their perspective. For example, in this question, students were asked to rate the quality of education they are receiving; parents were asked how satisfied they were with the quality of education their child is receiving at school; teachers and principals were asked how satisfied they were with the quality of education students are receiving at their school; school board trustees were asked how satisfied they were with the quality of education students are receiving in their jurisdiction; and the public were asked how satisfied they were with the quality of education that students are receiving in elementary, junior and senior high schools in their community.

Quality of Teaching

Students, parents, teachers, school board trustees, and principals expressed a high degree of satisfaction with the quality of teaching.

A high proportion of principals (100%), teachers (97%), school board trustees (95%), students (94%), and parents (K-12: 89%, severe special needs: 87%) were satisfied with the quality of teaching.

Chart 2: Satisfaction with Quality of Teaching



Meeting the Needs of Students

Overall Student Learning

A high proportion of parents of K-12 students, teachers, school board trustees, and principals agreed that the curriculum focuses on what students need to learn in core subject areas, and a high proportion of students also agreed that they are improving in these core subject areas.

Parents, teachers, school board trustees, principals, and the public were asked to rate their level of agreement that the curriculum/program focuses on what students need to learn in a number of core subject areas (reading, writing, mathematics, science, and social studies). A high proportion of principals (89% to 96%), school board trustees (80% to 92%), teachers (83% to 90%), and parents of K-12 students (82% to 89%) agreed that curriculum focuses on what students need to learn in a number of core subject areas. Parents of children with severe special needs level of agreement was relatively lower regarding whether the curriculum focuses on what students need to learn in mathematics (66%). Note that parents of children with severe special needs were asked only to rate their agreement about reading, writing, and mathematics as core subject areas.

Students were asked to rate their agreement that they were getting better in these core subject areas. The majority (89% to 94%) of students agreed that they were improving in these core subject areas.

The level of agreement on core subject areas has remained relatively stable over time for all respondent groups except for teachers, school board trustees, and the public. Teachers' agreement (83%) about whether the curriculum focuses on what students need to learn in social studies has increased in 2009 compared to the 2008 survey result (75%). School board trustees' agreement (85%) about the curriculum focusing on what students need to learn in writing has increased in 2009 compared to the 2008 survey result (77%). Similarly, public agreement about the curriculum focusing on what students need to learn in reading (82%), writing (73%), and social studies (75%) has increased in 2009 compared to the 2008 results (reading: 72%; writing: 63%; social studies: 68%).

Table 1: Curriculum Focuses on What Students Need to Learn in Core Subject Areas

		Students	Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Reading	2006	93%	90%	74%	89%	93%	80%	—	—
	2007	92%	89%	80%	90%	90%	80%	95%	—
	2008	91%	83%	71%	88%	87%	72%	93%	95%
	2009	**92%**	**88%**	**77%**	**90%**	**92%**	**82%**	—	**96%**
Writing	2006	94%	83%	68%	87%	86%	70%	—	—
	2007	93%	83%	75%	87%	82%	69%	95%	—
	2008	92%	78%	67%	85%	77%	63%	93%	93%
	2009	**94%**	**83%**	**70%**	**89%**	**85%**	**73%**	—	**96%**
Mathematics	2006	87%	82%	69%	80%	78%	74%	—	—
	2007	89%	84%	71%	83%	76%	76%	86%	—
	2008	87%	86%	63%	80%	79%	74%	83%	88%
	2009	**91%**	**85%**	**66%**	**85%**	**80%**	**77%**	—	**89%**
Science	2006	87%	84%	—	85%	88%	80%	—	—
	2007	92%	85%	—	88%	89%	81%	92%	—
	2008	90%	87%	—	86%	91%	79%	93%	94%
	2009	**93%**	**89%**	**—**	**89%**	**91%**	**82%**	**—**	**94%**
Social Studies	2006	89%	82%	—	74%	84%	72%	—	—
	2007	91%	80%	—	78%	83%	71%	92%	—
	2008	86%	79%	—	75%	83%	68%	97%	84%
	2009	**89%**	**82%**	**—**	**83%**	**86%**	**75%**	**—**	**89%**

Learning Opportunities at School

A high proportion of students, parents, teachers, school board trustees, and principals were satisfied with the learning opportunities available at their school.

Students, parents (K-12), teachers, school board trustees, and principals were asked to rate their satisfaction with the variety of courses available to students and the opportunities students have to learn about specific topics (music, drama, art, computers, health, another language, and physical education). Although the level of satisfaction varied across respondent groups, the majority of respondent groups were satisfied with the variety of courses available (80% to 91%), opportunities to learn about music (69% to 83%), opportunities to learn about art (77% to 91%), opportunities to learn about computers (85% to 94%), opportunities to learn about health (74% to 97%), opportunities to learn about another language (67% to 84%), and the opportunity to participate in physical education (87% to 97%). Satisfaction with the opportunity to learn about drama was low among parents (K-12: 59%) and teachers (63%) compared to students (84%), principals (70%), and school board trustees (67%). Similarly, satisfaction with the opportunity to learn about career education was low among parents (K-12: 45%), teachers (57%) and principals (63%) compared to students (88%) and school board trustees (71%).

Table 2: Satisfaction with Learning Opportunities at School

	Year	Students	Parents (K–12)	Teachers	Board	Superintendents	Principals
Variety of subjects available	2006	86%	86%	87%	73%	—	—
	2007	87%	83%	83%	71%	78%	—
	2008	88%	82%	87%	73%	72%	90%
	2009	**91%**	**86%**	**90%**	**80%**	—	**91%**
Opportunities to learn about music	2006	74%	79%	79%	65%	—	—
	2007	81%	79%	77%	65%	76%	—
	2008	80%	79%	81%	69%	60%	80%
	2009	**81%**	**80%**	**82%**	**69%**	—	**83%**
Opportunities to learn about drama	2006	77%	56%	58%	62%	—	—
	2007	81%	58%	59%	62%	70%	—
	2008	79%	59%	63%	63%	60%	63%
	2009	**84%**	**59%**	**63%**	**67%**	—	**70%**
Opportunities to learn about art	2006	83%	82%	83%	72%	—	—
	2007	85%	79%	76%	65%	71%	—
	2008	84%	84%	86%	68%	78%	88%
	2009	**88%**	**84%**	**86%**	**77%**	—	**91%**
Opportunities to learn about computers	2006	88%	84%	81%	93%	—	—
	2007	86%	81%	83%	91%	95%	—
	2008	85%	83%	82%	93%	97%	87%
	2009	**88%**	**85%**	**85%**	**94%**	—	**90%**
Opportunities to learn about health	2006	71%	87%	82%	89%	—	—
	2007	70%	87%	83%	87%	94%	—
	2008	70%	86%	84%	85%	91%	94%
	2009	**74%**	**88%**	**84%**	**91%**	—	**97%**
Opportunities to learn about another language	2006	79%	62%	73%	72%	—	—
	2007	79%	61%	75%	67%	71%	—
	2008	78%	63%	78%	65%	69%	79%
	2009	**84%**	**67%**	**78%**	**68%**	—	**78%**
Opportunities to learn about career education	2006	—	—	—	—	—	—
	2007	—	—	—	—	—	—
	2008	87%	40%	57%	67%	76%	62%
	2009	**88%**	**45%**	**57%**	**71%**	—	**63%**
Opportunities to participate in physical education	2006	93%	82%	90%	87%	—	—
	2007	96%	84%	89%	88%	87%	—
	2008	95%	82%	90%	83%	95%	94%
	2009	**97%**	**87%**	**93%**	**90%**	—	**97%**

Social and Learning Environments at Schools

In general, students, parents, teachers, school board trustees, and principals held positive perceptions about various aspects of the social and learning environments at schools related to characteristics of active citizenship.

Students, parents, teachers, school board trustees, and principals were asked to rate their agreement with a series of statements about the social and learning environments at schools related to characteristics of active citizenship. Overall, in 2009, the majority of respondents across groups agreed that:

- Students find school work interesting (75% to 98%),
- Students find school work challenging (74% to 98%),
- Students clearly understand what they are expected to learn at school (65% to 96%),
- Students feel safe at school (89% to 99%),
- Students feel safe on the way to and from school (82% to 96%)
- Teachers care about students (91% to 100%),
- At school students treat each other well (79% to 99%),
- Students are treated fairly by adults at school (89% to 100%),
- At school students are encouraged to get involved in activities that help people in the community (74% to 95%),
- At school students are encouraged to try their best (91% to 100%),
- At school students follow the rules (66% to 99%),
- At school students help each other (81% to 99%),
- At school students respect each other (79% to 98%),
- It is easy to get help with school work at school if needed (73% to 92%),
- Students can get help at school with problems that are not related to school work (71% to 91%)
- When needed teachers at school are available to help students (87% to 100%).

Table 3: Social and Learning Environment at Schools (continued on next page)

		Students	Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
School work is interesting	2006	79%	79%	75%	85%	87%	—	—
	2007	79%	81%	76%	89%	82%	95%	—
	2008	78%	75%	72%	90%	84%	93%	94%
	2009	**82%**	**80%**	**75%**	**92%**	**89%**	—	**98%**
School work is challenging	2006	90%	80%	82%	94%	95%	—	—
	2007	86%	80%	83%	95%	91%	100%	—
	2008	85%	70%	80%	96%	92%	97%	97%
	2009	**85%**	**74%**	**80%**	**96%**	**92%**	—	**98%**
Students clearly understand what they are expected to learn at school	2006	91%	82%	62%	88%	81%	—	—
	2007	91%	82%	63%	90%	81%	90%	—
	2008	92%	86%	63%	90%	83%	90%	95%
	2009	**92%**	**83%**	**65%**	**92%**	**86%**	—	**96%**
Students feel safe at school	2006	94%	92%	89%	97%	97%	—	—
	2007	94%	88%	91%	97%	96%	100%	—
	2008	94%	88%	88%	96%	96%	100%	99%
	2009	**95%**	**91%**	**89%**	**98%**	**96%**	—	**99%**
Students feel safe on the way to and from school	2006	94%	89%	91%	84%	94%	—	—
	2007	95%	88%	90%	83%	93%	95%	—
	2008	93%	86%	90%	81%	90%	95%	93%
	2009	**96%**	**89%**	**93%**	**82%**	**95%**	—	**92%**
Teachers care about students	2006	92%	91%	95%	100%	99%	—	—
	2007	92%	91%	95%	99%	99%	100%	—
	2008	91%	92%	92%	99%	97%	100%	100%
	2009	**94%**	**91%**	**94%**	**100%**	**96%**	—	**100%**
At school students treat each other well	2006	95%	79%	—	89%	89%	—	—
	2007	95%	80%	—	89%	89%	98%	—
	2008	94%	80%	—	89%	86%	97%	96%
	2009	**96%**	**79%**	—	**93%**	**91%**	—	**99%**
Students are treated fairly by adults at school	2006	91%	90%	89%	97%	96%	—	—
	2007	91%	90%	89%	98%	95%	100%	—
	2008	90%	89%	87%	98%	94%	98%	99%
	2009	**91%**	**90%**	**89%**	**99%**	**97%**	—	**100%**
At school students are encouraged to get involved in	2006	67%	71%	—	80%	85%	—	—
	2007	69%	74%	—	83%	83%	92%	—
	2008	72%	74%	—	85%	83%	84%	95%
	2009	**74%**	**75%**	—	**88%**	**90%**	—	**95%**
At school students are encouraged to try their best	2006	96%	92%	94%	98%	97%	—	—
	2007	96%	91%	94%	99%	97%	100%	—
	2008	96%	92%	91%	99%	95%	100%	99%
	2009	**96%**	**91%**	**95%**	**98%**	**100%**	—	**100%**

		Students	Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
At school students follow the rules	2006	66%	80%	75%	87%	93%	—	—
	2007	64%	78%	79%	89%	93%	100%	—
	2008	65%	78%	77%	88%	94%	98%	97%
	2009	66%	80%	81%	92%	95%	—	99%
At school students help each other	2006	86%	83%	76%	96%	93%	—	—
	2007	88%	86%	82%	97%	94%	95%	—
	2008	88%	87%	78%	95%	93%	100%	99%
	2009	82%	84%	81%	96%	95%	—	99%
At school students respect each other	2006	76%	78%	76%	87%	89%	—	—
	2007	75%	79%	79%	88%	90%	97%	—
	2008	82%	80%	76%	90%	88%	95%	96%
	2009	79%	79%	80%	91%	94%	—	98%
It is easy to get help with school work at school if needed	2006	92%	66%	—	74%	79%	—	—
	2007	91%	67%	—	75%	77%	90%	—
	2008	93%	66%	—	79%	76%	84%	90%
	2009	92%	73%	—	82%	86%	—	90%
Students can get help at school with problems that are not	2006	86%	65%	—	85%	77%	—	—
	2007	85%	66%	—	83%	72%	79%	—
	2008	84%	66%	—	83%	73%	86%	88%
	2009	85%	71%	—	91%	78%	—	91%
When needed teachers at school are available to help students	2006	94%	81%	—	97%	95%	—	—
	2007	94%	85%	—	97%	91%	98%	—
	2008	94%	84%	—	98%	89%	98%	98%
	2009	93%	87%	—	98%	92%	—	100%

Preparation of Students

Preparation for Lifelong Learning

A high proportion of parents and teachers were satisfied that high school students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.

Parents (K-12) and teachers were asked to rate their satisfaction that students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime. A high proportion of teachers (90%) and parents (K-12: 82%) were satisfied that students are taught the knowledge, skills and attitudes necessary for lifelong learning.

Table 4: Satisfaction that Students are Taught Knowledge, Skills and Attitudes Necessary for Lifelong Learning

	Year	Parents (K-12)	Teachers
Students are taught the knowledge, skills and attitudes for lifelong learning	2006	83%	87%
	2007	83%	91%
	2008	79%	92%
	2009	82%	90%

A low proportion of parents, teachers and the public were satisfied that high school students/graduates demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.

Parents (K-12), teachers and the public were asked to rate their satisfaction that high school students/graduates demonstrate knowledge, skills and attitudes necessary for learning throughout their lifetime. About two-thirds of teachers (65%) and the public (61%) and half (50%) of parents (K-12) indicated that they are satisfied. Almost all (97%) students were satisfied that they had the knowledge, skills and attitudes necessary for learning throughout their lifetime. Note that this question was asked to students starting in 2008.

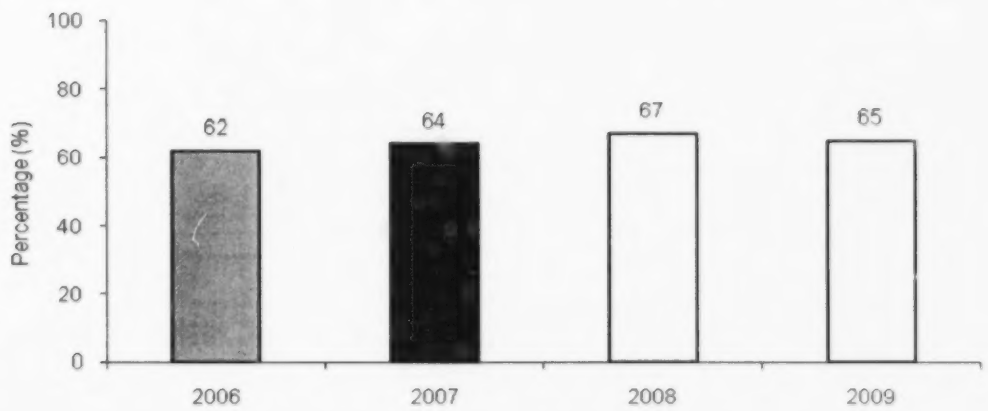
Table 5: Satisfaction that High School Students Demonstrate Knowledge, Skills and Attitudes Necessary for Lifelong Learning

	Year	Students	Parents (K—12)	Teachers	Public
High school students/graduates demonstrate knowledge, skills and attitudes necessary for lifelong learning	2006	—	55%	68%	60%
	2007	—	52%	69%	58%
	2008	97%	47%	62%	58%
	2009	97%	50%	65%	61%

Most of the public agreed that high school students are prepared to enter post-secondary education and training.

When asked to rate their agreement regarding high school graduates' preparedness to enter post secondary education and training, about two-thirds (65%) of the public agreed that high school graduates in Alberta are prepared to enter post secondary education and training.

Chart 3: Public Agreement That High School Graduates are Prepared to Enter Post-Secondary Education and Training

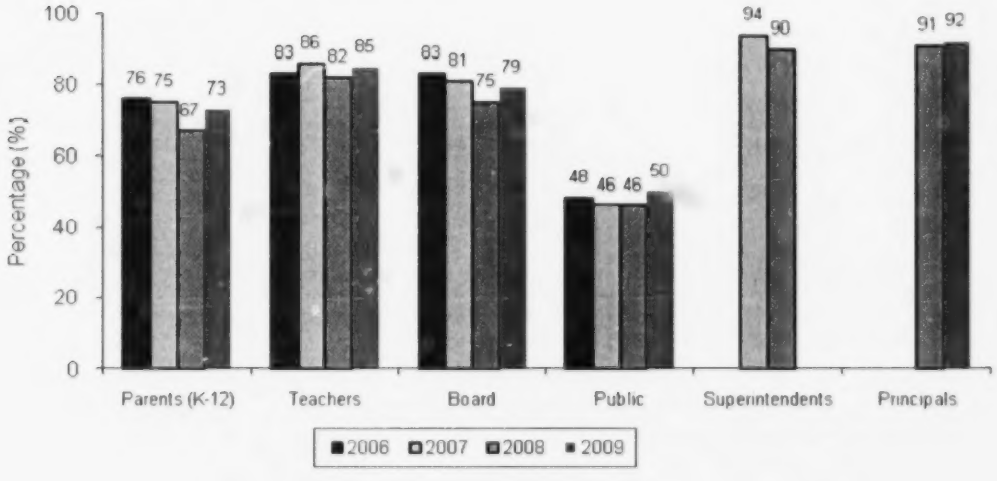


Preparation for the Workforce

A high proportion of parents, teachers, school board trustees, and principals were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school compared to the public. Satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was also high among students, teachers, school board trustees, and principals compared to the public and parent respondent groups.

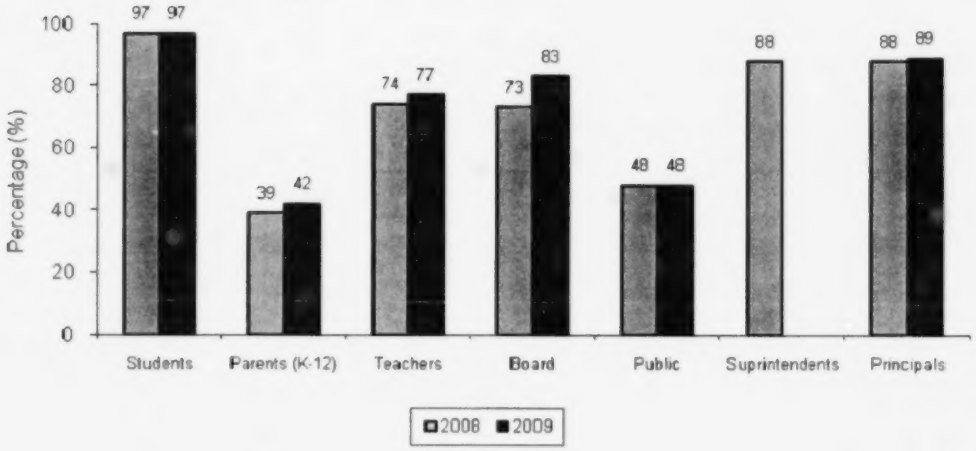
Parents (K-12), teachers, school board trustees, public, and principals were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. A high proportion of principals (92%), teachers (85%), school board trustees (79%), and parents (73%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. Half of the public (50%) also indicated their satisfaction.

Chart 4: Satisfaction That Students are Taught Attitudes and Behaviours to be Successful at Work



A high proportion of students (97%), principals (89%), school board trustees (83%), and teachers (77%) were satisfied that students demonstrate attitudes and behaviours to be successful at work when they leave school. However, less than half of the public (48%) and parents (K-12: 42%) indicated that they were satisfied. Note that this question was asked starting in 2008.

Chart 5: Satisfaction that Students Demonstrate Attitudes and Behaviours to be Successful at Work



Communication and Involvement

Involvement in Decision Making

Most parents, teachers, school board trustees, and principals were satisfied with parental involvement in children's education and in decisions at school.

A high proportion of parents (K-12), teachers, school board trustees, and principals indicated that parents are involved a lot or to some extent in the decisions about their children's education (79% to 87%), and that they are satisfied with the opportunity for parental involvement in their children's education (82% to 97%). A high proportion (81%) of students also indicated that their parents are involved a lot or to some extent in decisions about their education. Note that this question was asked to students starting in 2008.

A high proportion of parents (severe special needs), teachers, school board trustees, and principals (72% to 84%), and a somewhat lower proportion of parents (K-12: 66%) indicated that parents are involved a lot or to some extent in decisions at school and that they are satisfied with the opportunity for parental involvement in decisions at school (81% to 95%). Half of students (50%) indicated that their parents are involved a lot or to some extent in decisions at school. Note that this question was asked to students starting in 2008.

A high proportion (91% to 97%) of teachers, school board trustees, and principals and a relatively lower proportion of parents (K-12: 75%, severe special needs: 80%) were satisfied with parental input into decisions at school being considered.

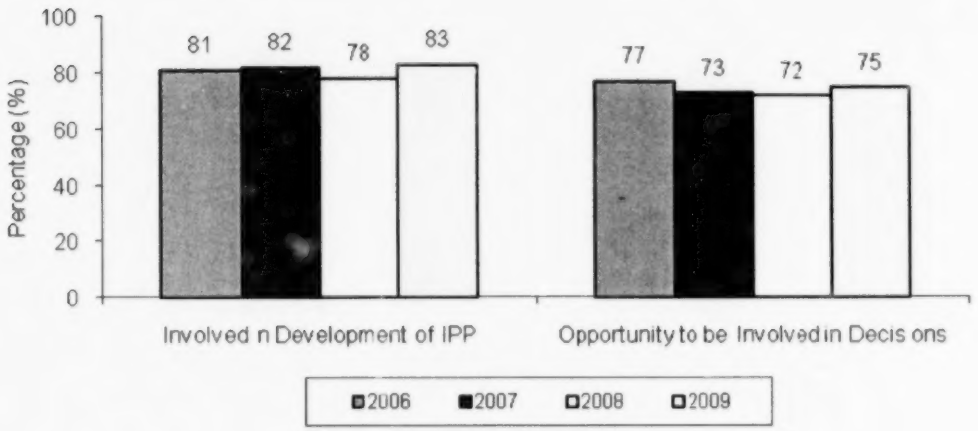
Table 6: Parental Involvement in Decision Making

		Students	Parents (K—12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Extent of parental involvement in decisions about child's education	2006	—	84%	—	84%	86%	—	—
	2007	—	87%	—	82%	85%	95%	—
	2008	83%	87%	—	82%	82%	97%	88%
	2009	81%	86%	—	79%	84%	—	87%
Satisfaction with opportunity for parental involvement in decisions about child's education	2006	—	81%	—	94%	92%	—	—
	2007	—	83%	—	92%	91%	95%	—
	2008	—	83%	—	92%	89%	95%	96%
	2009	—	82%	—	92%	91%	—	97%
Extent of parental involvement in decisions at school	2006	—	63%	76%	82%	84%	—	—
	2007	—	62%	75%	80%	84%	87%	—
	2008	51%	63%	73%	80%	83%	86%	87%
	2009	50%	66%	72%	77%	77%	—	84%
Satisfaction with opportunity for parental involvement in decisions at school	2006	—	80%	82%	91%	94%	—	—
	2007	—	78%	81%	93%	91%	90%	—
	2008	—	82%	79%	91%	92%	97%	97%
	2009	—	81%	81%	93%	91%	—	95%
Satisfaction with parental input into decisions at school being considered	2006	—	72%	78%	90%	90%	—	—
	2007	—	71%	76%	90%	87%	97%	—
	2008	—	73%	75%	89%	89%	97%	98%
	2009	—	75%	80%	92%	91%	—	97%

About eight in ten of parents of children with severe special needs agreed that they were involved in the development of their child's Individualized Program Plan (IPP), and that they had opportunity for involvement in decisions regarding the support services implemented for their child.

With respect to their child's Individualized Program Plan (IPP), about eight in ten (83%) parents of children with severe special needs agreed that they had been meaningfully involved in the development of the plan. Similarly, three-quarters of parents (75%) also agreed that they had an opportunity to be involved in decisions regarding the support services implemented for their child.

Chart 6: Parent (Severe Special Needs) Involvement in the Development of IPP and Opportunity for Involvement in Decisions Regarding Services



In general, students, parents, teachers, school board trustees, principals and the public were less satisfied that their input is considered by Alberta Education than their input is considered by school boards or schools.

About two-thirds (68%) of principals were satisfied that their input into the education of students is considered by Alberta Education. However, a relatively lower proportion of teachers (44%), public (47%), parents (K-12: 48%, severe special needs: 60%), and school board trustees (56%) were satisfied that their input into the education of students is considered by Alberta Education.

About nine in ten (92%) principals were satisfied that their input into the education of students is considered by their school board. However, a relatively lower proportion of teachers (65%), parents (K-12: 58%, severe special needs: 58%), and the public (51%) were satisfied that their input into the education of students is considered by their school boards.

About eight in ten (85%) teachers were satisfied that their input into the education of students is considered by their school. However, about half (55%, an increase from 49% in 2008) of the public were satisfied that their input into the education of students is considered by schools in their communities.

Table 7: Satisfaction That Input Into the Education of Students is Considered

		Parents (K—12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Satisfaction that their input into the education of students is considered by Alberta Education	2006	51%	51%	36%	72%	39%	—	—
	2007	48%	52%	37%	62%	38%	70%	—
	2008	53%	52%	43%	56%	41%	79%	60%
	2009	48%	60%	44%	56%	47%	—	68%
Satisfaction that their input into education of students is considered by school board	2006	52%	57%	59%	—	46%	—	—
	2007	47%	52%	56%	—	46%	—	—
	2008	52%	56%	60%	—	43%	—	89%
	2009	58%	58%	65%	—	51%	—	92%
Satisfaction that their input into the education of students is considered by the school	2006	—	—	86%	—	51%	—	—
	2007	—	—	85%	—	52%	—	—
	2008	—	—	83%	—	49%	—	—
	2009	—	—	85%	—	55%	—	—

About seven in ten (71%, an increase from 61% in 2008) students indicated they are involved a lot or to some extent in decisions at their school, and about three-quarters (78%, an increase from 68% in 2008) of students indicated that they are satisfied that their input into decisions at their school is considered.

Table 8: Students' Involvement in Decisions at School

	Students			
	2006	2007	2008	2009
Extent of involvement in decisions at school	58%	56%	61%	71%
Satisfaction that input into decision at school is considered	68%	66%	68%	78%

Four in ten (40%, an increase from 31% in 2008) of the public indicated they are involved a lot or to some extent in decisions at schools in their community; about six in ten (64%) of the public were satisfied with the opportunity to be involved in decisions at schools in their community; and about half (55%, an increase from 49% in 2008) were satisfied that their input is considered by the school.

Table 9: Public Involvement in Decisions at Schools in the Community

	Public			
	2006	2007	2008	2009
Extent of involvement in decisions at schools in the community	35%	34%	31%	40%
Satisfaction with opportunity to be involved in decisions at schools in the community	66%	63%	64%	64%
Satisfaction that input into decisions at school is considered	51%	52%	49%	55%

Communication

A lower proportion of parents, teachers, school board trustees, and the public agreed that Alberta's education system communicates effectively with the public compared to principals.

A low proportion of public (51%), school board trustees (54%), parents (K-12: 55%, severe special needs: 55%), and teachers (62%, an increase from 53% in 2008), and about seven in ten of principals (68%) agreed that Alberta's education system communicates effectively with the public.

Table 10: Alberta's Education System Communicates Effectively with the Public

		Parents (K—12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Alberta's education system communicates effectively with the public	2006	50%	53%	46%	66%	51%	—	—
	2007	48%	53%	48%	56%	51%	79%	—
	2008	53%	52%	53%	58%	55%	71%	67%
	2009	55%	55%	62%	54%	51%	—	68%

Leadership and Continuous Improvement

Leadership and Continuous Improvement

A high proportion of parents, teachers, school board trustees, and principals indicated that the quality of education at schools, and the quality of the Alberta K-12 system in general, has improved or stayed the same in the past 3 years.

A high proportion of school board trustees (94%), principals (88%), teachers (80%), and parents (K-12: 74%) indicated that the quality of education at schools has improved or stayed the same in the past 3 years. However, a relatively lower proportion (64%) of parents of children with severe special needs indicated that the quality of education at school has improved or stayed the same in the past 3 years.

A high proportion of principals (88%) and school board trustees (83%) indicated that quality of the Alberta K-12 system has improved or stayed the same in the past 3 years. However, a relatively lower proportion of parents (K-12: 69%, an increase from 61% in 2008) and teachers (74%) indicated that quality of the Alberta K-12 system has improved or stayed the same in the past 3 years.

Table 11: Change in the Quality of Education in the Past 3 Years

		Parents (K—12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Quality of education at school has improved or stayed the same in the past three years	2006	72%	67%	67%	93%	—	—
	2007	70%	72%	75%	93%	94%	—
	2008	74%	64%	76%	91%	95%	93%
	2009	74%	64%	80%	94%	—	88%
Quality of the Alberta K to 12 System improved or stayed the same in the past three years	2006	66%	—	66%	85%	—	—
	2007	62%	—	67%	85%	94%	—
	2008	61%	—	69%	82%	93%	89%
	2009	69%	—	74%	83%	—	88%

A high proportion of parents and teachers agreed that leadership at the school and at the jurisdiction level effectively supports and facilitates teaching and learning.

A high proportion of parents and teachers agreed that leadership at the school (K-12: 87%, severe special needs: 88%; teachers: 90%) and jurisdiction (parents K-12: 82%, teachers: 83%) effectively supports and facilitates teaching and learning.

A high proportion school board trustees (72%, an increase from 63% in 2008) and principals (72%, an increase from 58% in 2008) and a relatively lower proportion of parents (K-12: 60%), teachers (63%, an increase from 55% in 2008) and the public (55%) agreed that leadership at the provincial level effectively supports and facilitates teaching and learning.

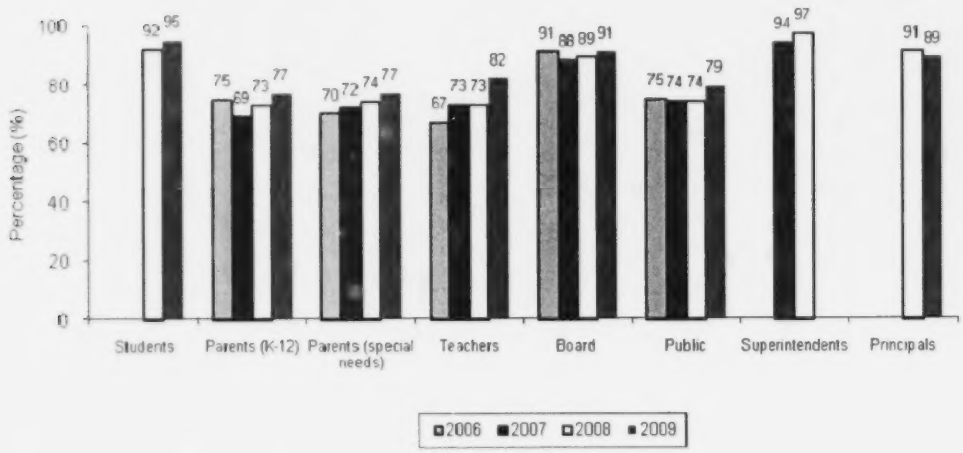
Table 12: Leadership Effectively Supporting and Facilitating Teaching and Learning

		Parents (K—12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Leadership at school effectively supports and facilitates teaching and learning	2006	86%	86%	87%	—	—	—	—
	2007	87%	89%	86%	—	—	—	—
	2008	85%	84%	86%	—	—	—	—
	2009	87%	88%	90%	—	—	—	—
Leadership at jurisdiction effectively supports and facilitates teaching and learning	2006	75%	—	74%	—	—	—	—
	2007	74%	—	77%	—	—	—	—
	2008	72%	—	81%	—	—	—	—
	2009	82%	—	83%	—	—	—	—
Leadership at provincial level effectively supports and facilitates teaching and learning	2006	63%	—	44%	75%	—	—	—
	2007	56%	—	45%	57%	—	70%	—
	2008	56%	—	55%	63%	55%	86%	58%
	2009	60%	—	63%	72%	55%	—	72%

A high proportion of the respondent groups agreed that the highest priority of Alberta's education system is the success of the student.

A high proportion of students (95%), school board trustees (91%), principals (89%), teachers (82%), public (79%), and parents (K-12: 77%, severe special needs: 77%) indicated agreement that the highest priority of Alberta's education system is the success of the student.

Chart 7: Highest Priority of Alberta's Education System is the Success of the Student

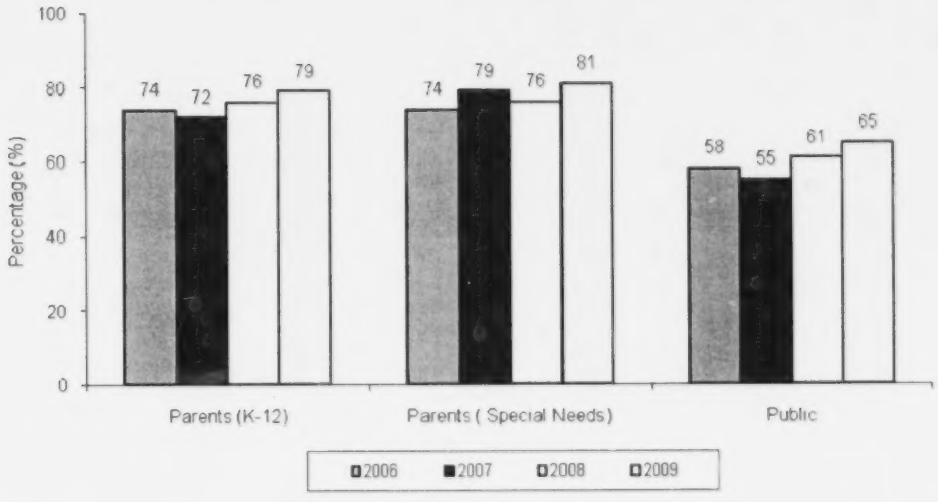


Value for Money

About eight in ten parents and two thirds of the public were satisfied with receiving value for money spent in schools.

About eight in ten parents (K-12: 79%, severe special needs: 81%) reported being satisfied with receiving value for money that is spent in their child's school. Public satisfaction that they are receiving value for money spent in schools in their community is relatively low (65%).

Chart 8: Value for Money

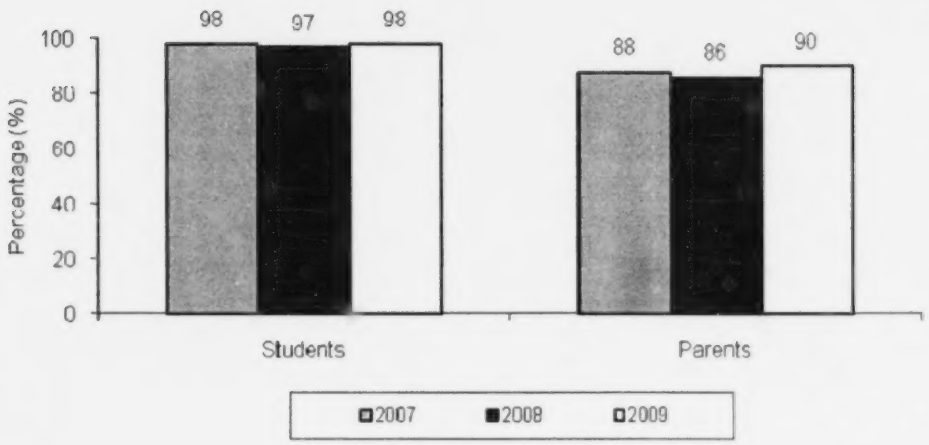


First Nations, Métis and Inuit (FNMI) Results

A high proportion of self-identified Aboriginal students and parents of self-identified Aboriginal students were satisfied with the quality of education.

A high proportion of self-identified Aboriginal students (98%) and parents of self-identified Aboriginal students (90%) surveyed were satisfied with the quality of education.

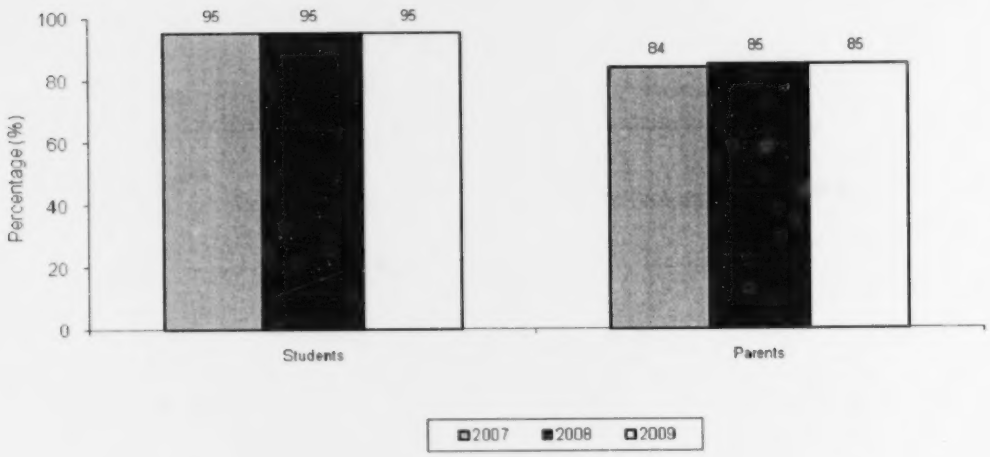
Chart 9: Satisfaction with Quality of Education (FNMI)



Self-identified Aboriginal students and parents of self-identified Aboriginal students expressed a high degree of satisfaction with the quality of teaching.

A high proportion of self-identified Aboriginal students (95%) and parents of self-identified Aboriginal students (85%) were satisfied with the quality of teaching.

Chart 10: Satisfaction with Quality of Teaching (FNMI)



In general, self-identified Aboriginal students and parents of self-identified Aboriginal students had positive perceptions about various aspects of the social and learning environments at schools related to characteristics of active citizenship.

Self-identified Aboriginal students and parents of self-identified Aboriginal students were asked to rate their agreement with a series of statements about the social and learning environments at schools related to characteristics of active citizenship. Overall, in 2009, the majority of respondents in the student group and in the parent group agreed that:

- Students find school work interesting (students: 78%, parents: 73%),
- Students find school work challenging (students: 81%, parents: 79%),
- Students clearly understand what they are expected to learn at school (students: 92%, parents: 76%),
- Students feel safe at school (students: 95%, parents 89%),

- Students feel safe on the way to and from school (students: 95%, parents: 86%)
- Teachers care about students (students: 92%, parents: 91%),
- At school students treat each other well (students: 94%, parents: 72%),
- Students are treated fairly by adults at school (students: 89%, parents: 83%),
- At school students are encouraged to get involved in activities that help people in the community (students: 71%, parents: 74%),
- At school students are encouraged to try their best (students: 95%, parents: 93%),
- At school students follow the rules (students: 64%, parents: 76%),
- At school students help each other (students: 78%, parents: 81%),
- At school students respect each other (students: 73%, parents: 70%),
- It is easy to get help with school work at school if needed (students: 90%, parents: 70%),
- Students can get help at school with problems that are not related to school work (students: 89%, parents: 73%)
- When needed teachers at school are available to help students (students: 93%, parents: 85%).

Table 13: Social and Learning Environment at Schools (FNMI) (continued on next page)

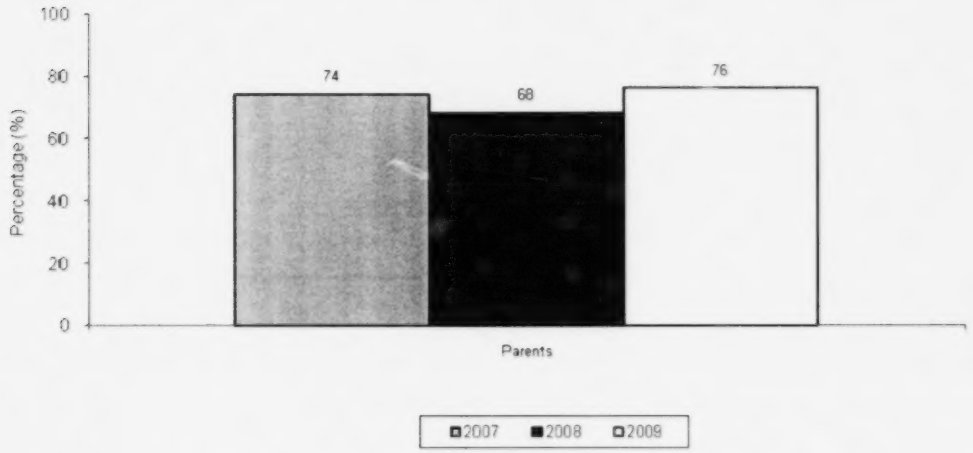
		Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
School work is interesting	2007	75%	81%
	2008	74%	75%
	2009	**78%**	**73%**
School work is challenging	2007	85%	82%
	2008	85%	77%
	2009	**81%**	**79%**
Students clearly understand what they are expected to learn at school	2007	92%	80%
	2008	93%	82%
	2009	**92%**	**76%**
Students feel safe at school	2007	92%	85%
	2008	94%	88%
	2009	**95%**	**89%**
Students feel safe on the way to and from school	2007	93%	84%
	2008	93%	86%
	2009	**95%**	**86%**
Teachers care about students	2007	91%	88%
	2008	91%	89%
	2009	**92%**	**91%**

		Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
At school students treat each other well	2007	91%	73%
	2008	93%	75%
	2009	94%	72%
Students are treated fairly by adults at school	2007	88%	85%
	2008	89%	86%
	2009	89%	83%
At school students are encouraged to get involved in	2007	63%	71%
	2008	72%	75%
	2009	71%	74%
At school students are encouraged to try their best	2007	96%	93%
	2008	95%	92%
	2009	95%	93%
At school students follow the rules	2007	58%	75%
	2008	57%	76%
	2009	64%	76%
At school students help each other	2007	81%	82%
	2008	82%	85%
	2009	78%	81%
At school students respect each other	2007	71%	72%
	2008	69%	74%
	2009	73%	70%
It is easy to get help with school work at school if needed	2007	91%	65%
	2008	93%	68%
	2009	90%	70%
Students can get help at school with problems that are not	2007	83%	68%
	2008	85%	70%
	2009	89%	73%
When needed teachers at school are available to help students	2007	94%	81%
	2008	94%	80%
	2009	93%	85%

A high proportion of parents of self-identified Aboriginal students were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. However, their satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was low.

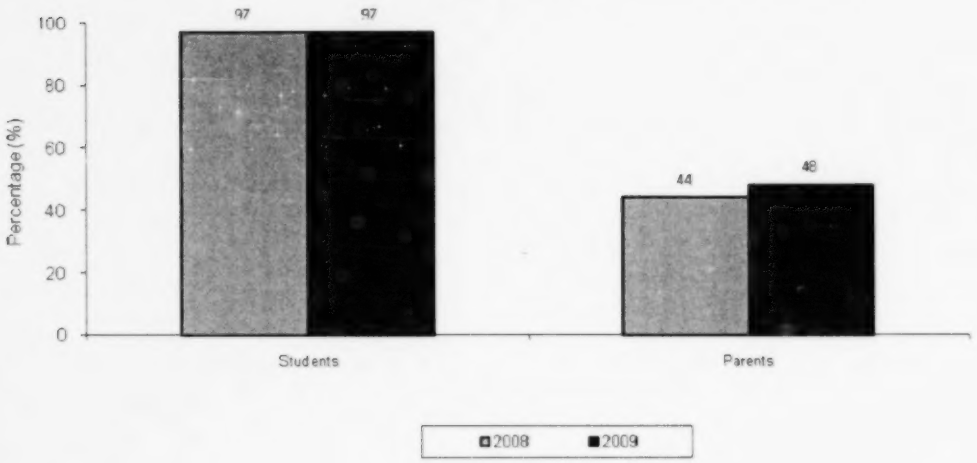
Parents of self-identified Aboriginal students were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. A high proportion of these parents (76%, an increase from 68% in 2008) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school.

Chart 11: Satisfaction that Students are Taught Attitudes and Behaviours to be Successful at Work (FNMI)



A low proportion (48%) of parents of self-identified Aboriginal students were satisfied that students demonstrate attitudes and behaviours to be successful at work when they leave school. However, self-identified Aboriginal students' satisfaction that they have the attitudes and behaviours to be successful at work when they leave school was very high (97%).

Chart 12: Satisfaction that Students Demonstrate Attitudes and Behaviours to be Successful at Work (FNMI)



Most self-identified Aboriginal students and parents of self-identified Aboriginal students were satisfied with parental involvement in children's education and in decisions at school.

A high proportion of parents of self-identified Aboriginal students indicated that parents are involved a lot or to some extent in decisions about their children's education (82%), and that they are satisfied with the opportunity for parental involvement in their children's education (78%). A high proportion (84%) of self-identified Aboriginal students also indicated that their parents are involved a lot or to some extent in decisions about their education.

About two-thirds (67%) of parents of self-identified Aboriginal students indicated that parents are involved a lot or to some extent in decisions at the school and three-quarters (75%) of parents are satisfied with the opportunity for parental involvement in decisions at school. A low proportion (52%) of self-identified Aboriginal students indicated that their parents are involved a lot or to some extent in decisions at school.

About three-quarters (76%) of parents of self-identified Aboriginal students were also satisfied with parental input into decisions at school being considered.

Table 6: Parental Involvement in Decision Making (FNMI)

		Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K—12)
Extent of parental involvement in decisions about child's education	2007	—	84%
	2008	82%	86%
	2009	84%	82%
Satisfaction with opportunity for parental involvement in decisions about child's education	2007	—	79%
	2008	—	85%
	2009	—	78%
Extent of parental involvement in decisions at school	2007	—	66%
	2008	54%	68%
	2009	52%	67%
Satisfaction with opportunity for parental involvement in decisions at school	2007	—	78%
	2008	—	81%
	2009	—	75%
Satisfaction with parental input into decisions at school being considered	2007	—	73%
	2008	—	75%
	2009	—	76%

In general, parents of self-identified Aboriginal students were less satisfied that their input into education of students is considered by Alberta Education or their school board.

About six in ten parents of self-identified Aboriginal students were satisfied that their input into the education of students is considered by their school board (63%) and Alberta Education (60%).

Table 7: Satisfaction that Input Into the Education of Students is Considered (FNMI)

		Parents of Self-identified Aboriginal Students (K-12)
Satisfaction that their input into the education of students is considered by Alberta Education	2007	58%
	2008	62%
	2009	60%
Satisfaction that their input into education of students is considered by school board	2007	57%
	2008	61%
	2009	63%

Appendix – Research Background and Methodology

Target Populations and Sampling

The target respondent groups for the satisfaction surveys included the following:

- The general public
- Parents of students in the K to grade 12 education system
- Parents of Self-identified Aboriginal Students
- Senior high school students
- Self-identified Aboriginal High School Students
- Parents of children with severe special needs
- Teachers
- School board trustees
- School principals

The samples for each target group (with the exception of the general public) were provided to the survey company by Alberta Education. For the student, teacher, and the parent surveys, samples were generated randomly by Alberta Education. Contact information for school board trustees, and principals was also provided by Alberta Education. For the general public survey, a random sample for Alberta by census subdivision was used.

All samples (with the exception of the school board trustee survey and principal survey) were stratified by geographic location to ensure adequate representation of the population.

Presentation of Results

For the purposes of this report, data analysis includes presentation of descriptive statistics (frequencies) for survey items in text, tables, and figures, as appropriate. The following should be noted with regard to the presentation of frequency data:

Many items on the surveys use four-point response scales such as "very good, good, poor, very poor" or "very satisfied, satisfied, dissatisfied, very dissatisfied" or "strongly agree, agree, disagree, strongly disagree" depending on the question. Although not asked, "don't know/not applicable" and "no response" (refusals) were recorded as well. Results presented in the report

represents the combined percentages of respondents who reported "very good/good," "very satisfied/satisfied" or "strongly agree/agree." Thus, in the body of the reports, satisfaction or agreement refers to these combined percentages. All percentages are rounded to the nearest whole number based on computer-generated analysis.

For each survey, percentages are based on all responses for each item (i.e., "don't know/not applicable" and "no response" are included in the calculations).

Statistical Accuracy

The following table provides accuracy information about the surveys that were conducted for 2009. The information includes the respondent groups surveyed, and the corresponding sample sizes and confidence intervals for each survey.

Table 13: Confidence Intervals

Target Group	Number of Completions	Margin of Error at 95% Confidence Interval
Public	810	+/-3.4%
Parents of K to Grade 12 Students	802	+/-3.5%
Parents of Self-identified Aboriginal Students	800	+/-3.5%
High School Students	801	+/-3.5%
Self-identified Aboriginal High School Students	800	+/-3.5%
Parents of Children with Severe Special Needs	800	+/-3.5%
Teacher	809	+/-3.5%
School Board Trustee*	350	+/-3.2%
Principals*	400	+/-4.3%

*Accuracy for these samples takes into account the sample population.